

Chandos Primary School



Early Years Policy

Contents:

Statement of Intent

1. [Responsibilities](#)
2. [Principles of the Early Years Foundation Stage](#)
3. [Welfare](#)
4. [Relationships](#)
5. [Safeguarding](#)
6. [The parent/teacher partnership](#)
7. [Learning and development](#)
8. [Health and safety](#)
9. [The learning environment and outdoor spaces](#)
10. [Transition periods](#)

1. Statement of Intent

This statement of intent should be signed and dated by both the Headteacher and Chair of the Governing Body, and then displayed where it can easily be seen within the setting.

“The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

- Quality and consistency in all early years settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between different practitioners.
- Partnerships between parents or carers and practitioners.
- Equality of opportunity for all children.”

(Department for Education, 2012)

Signed by

Head Teacher

Date:

Chair of Governors

Date:

2. Aims of school

- Chandos Primary school aims to develop young people from 3 to 11 years, providing a safe, secure environment that ensures children are confident to explore, enjoy and relish the challenges of their learning, so optimising their individual potential to achieve.
- Our dedicated staff team are committed to ensuring that school provides warm, welcoming and stimulating surroundings for all children, with an emphasis on the provision of high quality teaching and learning, whilst also supporting the wider needs of the community.
- We are a highly diverse school with cultures and faiths represented from across the globe. Our great strength is the capacity of all our children, staff, parents and governors to always welcome visitors and new arrivals to our school in a positive and supportive manner.

3. Responsibilities

- The Governing Body has overall responsibility for the implementation of the Early Years Policy of Chandos Primary.
- The Governing Body has overall responsibility for ensuring that the Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's complaints policy.
- The Head Teacher will be responsible for the day-to-day implementation and management of the Early Years Policy of Chandos Primary.
- Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

4. Principles of the Early Years Foundation Stage

- A unique child:
 - Every child is a unique, competent learner.
 - Children develop in individual ways and at varying rates.
 - Children's attitudes are fluid and can be influenced by others.
- Positive relationships:
 - Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
 - Relationships with parents and carers are also important and will be nurtured and developed.
 - Any relationship will be respectful, caring and professional.
- Enabling environments:
 - The learning and play environments are vital for supporting and extending a child's development.
 - In the classroom and outdoor environment, we observe and assess the children's development and interests.

- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.
- Learning and development:
 - Chandos Primary is organised in a way that encourages children to explore and learn safely.
 - There are areas for activities and play, and others for quiet time and rest.
 - The setting is designed to enable children to learn and play independently.

5. Welfare

- Safety and security is a high priority at Chandos Primary and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 are as follows:
 - To promote the safety and welfare of the children in our care.
 - To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
 - To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.
 - To ensure that adults who have access to children, or who look after children are suitably vetted and trained.
 - To ensure that the setting is fit for purpose and that furniture and equipment is safe.
 - To maintain records, policies and procedures required for safe and efficient management of the setting.

6. Relationships

- At Chandos, we feel it is important for children to learn social etiquette and to develop relationships with peers and adults.
- This will be achieved as part of ELG08 – Making relationships, through playing and interacting with other children and adults. It will be mostly child led.

7. Safeguarding

- Safety is paramount and Chandos has a robust and effective Safeguarding Policy to ensure the children in our care are protected.

8. The Parent/Teacher partnership

- The Early Years Foundation Setting cannot function without the enduring support of parents and carers.
- We recognise that as parent, you are the child's primary educator and we recognise this important role through regular engagement including:
 - Termly Parents' Evenings
 - Child and Parent Induction prior to start of Nursery or Reception, including home visits in the summer term or early in the autumn term.

- Regular parent/child learning workshops during the school day
- Asking parents to complete admissions forms, a medical form and to discuss their child's needs to help us to understand their character and personality.
- Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
- Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
- Events and activities throughout the year which bring together children, parents and the school.

9. Learning and development

- The "prime" areas of learning and development are:
 - Communication and language.
 - Physical development.
 - Personal, social and emotional development.

- The "specific" areas of learning and development are:
 - Literacy.
 - Mathematics.
 - Understanding of the world.
 - Expressive arts and design.

- Learning and development is implemented through a mix of adult-led and child-initiated activity and play and is reactive to the child's lead.
- Play is important to learning and development and we therefore do not make a distinction between work and play.
- We plan children's activities to reflect their interests and the needs of the child agreed with their parents. Assessment is conducted through observation and a detailed assessment schedule can be found in our Assessment Policy.
- We support children in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:
 - Playing and exploring.
 - Active learning.
 - Creative and critical thinking.

10. Health and safety

- Our full Health and Safety Policy is available on request.
- Our full Supporting Pupils with Medical Conditions Policy is available on request.
- The following general Health and Safety safeguards are in place:
 - A supply of fresh drinking water is available on the premises at all times.
 - Children's dietary needs are acted upon.
 - Snacks are available during the morning session.
 - A paediatric first aider is accessible at all times.
 - Accidents and injuries are recorded in an accident book and parents are always informed.
 - A fire and emergency evacuation procedure and policy are in place.

- The school Safeguarding Policy is regularly reviewed, updated and shared with staff.
- Staff Handbook clarifies appropriate use of school cameras/videos for collecting evidence of learning, and for internal display purposes only. Any external sharing of photos can only be used with parents' full written consent.

11. The learning environment and outdoor spaces

- The classroom is organised in such a way that children can explore and learn in a safe environment.
- Equipment and resources are accessible and can be located and used independently by children.
- The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- Activities are planned throughout the learning environment to help the children develop in all areas of learning.
- Every effort is made to ensure children participate in outdoor learning on a daily basis throughout the year, as long as weather conditions are safe.

12. Transition periods

At key points of transition (new to school, from nursery to reception & reception to Y1) children are carefully supported to make a successful start in their new class. This includes:

- Formal visit to school in summer term prior to the child's start
- Home visit for children new to nursery or reception in summer term prior to starting or early in the autumn term
- Time spent with new teacher and key workers.
- Visit to the new classroom environment
- In some cases and Transition Diary is prepared for children with particular communication needs
- Phase 1 Lead liaises with feeder nurseries, children centres and health visitors to gain any additional information regarding the child's needs prior to their start in school.
- Feedback and consultation with parents whenever required

Adopted by Full Governing Body Nov 2018

Signed Chair of Governing Body _____ **Date** _____

To be reviewed Nov 2020